



RESEARCH ARTICLE

The accuracy of developing professional madrasah teachers: Seen from gender and teacher certification in the future profession

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Abstract: Developing professional madrasa teachers is increasingly popular in teaching, but regarding the accuracy of professional madrasa teachers without clear reasons for this. This article examines the impact of gender and length of certification on developing professional madrasa teacher accuracy. A research project, which deals with using questionnaires, at seventy-five madrasas, and data from 325 madrasa teachers was collected, and analysis with descriptive statistics, linear correlation, and regression. The results show that the accuracy of the developing professional madrasa teacher is low and is related to the gender of the madrasa teacher, that men perceive themselves to be higher in the developing professional madrasa teacher than women, and that even length of certification analysis with developing professional competence. Madrasa teacher length certifications of more than 10 years are higher than teachers who are certified between 5-10 years and more accurate than teachers who have been certified for less than 5 years with the ability to develop professional madrasa teachers that are low. It is necessary to examine the reasons behind this difference and to look for steps to improve the accuracy of the developing professional madrasa teacher.

Keywords: Professional madrasa teacher, teacher professionalism, teaching and learning, teacher competence, madrasa teacher.

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1. Introduction

Professional teaching has shown an increasing tendency towards student-centered teaching and the madrasa learning process. In any teaching profession that incorporates the principles of autonomy and self-regulation in its daily functions, people must recognize professional teaching and direct their learning throughout their careers (Tambak & Sukenti, 2025). One of the teacher's responsibilities is to teach students to behave like professionals; that is, they must be able to give and receive feedback and develop argumentation skills and

dialogue to improve their professional competence (Kennedy, 2016; Tambak et al., 2023). One area in which teachers show their responsibility is in the development of learning, which refers to the teachers' commitment to developing teaching competence in learning, especially regarding the development of creative thinking, encouraging the ability of argumentation, the ability to accept criticism, and the development of social attitudes (Arifin et al., 2020; Dunn & Doolittle, 2020; Tambak et al., 2022; Gore, Barron, Holmes & Smith, 2016; Ullah & Jundran, 2014).

However, the practical application of professional teaching in the madrasa education system is limited (Ullah & Jundran, 2014; Kimathi & Rusznyak, 2018; Goldhaber, 2015), mainly if it is used to develop students' critical abilities (Louws et al., 2017), because the teacher thinks the implementation of the competence of professional teaching is not accurate enough (Theelen et al., 2020; Baeten & Simons, 2014; Jurkowski & Müller, 2018). Suppose professional teaching makes students think about themselves as good or bad in several fields of knowledge, basing their personal decisions on wrong interpretations. In that case, problems arise at the educational and personal levels (Arifin et al., 2020). Thus, if the accuracy of professional teaching can be guaranteed by comparing it with learning competencies from other sources (Jurkowski & Müller, 2018; Arifin et al., 2020; Theelen et al., 2020), they can contribute to developing quality learning, students' critical attitudes towards their work, stimulate their continued learning in the academic and professional fields. Resources used to calibrate professional teaching include the suitability of the teaching competence with the material and the implementation of the teaching competence in the classroom (Gore et al., 2017; Jurkowski & Müller, 2018; Goldhaber, 2015; Evans, 2014).

Comparison between the suitability of the teaching competence with teaching material and the implementation of professional teaching in classroom learning has shown better results in terms of accuracy than between professional teaching and other teacher competence (Jurkowski & Müller, 2018; Gore et al., 2017; Pennington & Richards, 2016), mostly when global criteria, rather than multidimensional, are used (Evans, 2014). However, the suitability of the professional teacher with teaching material is not without problems. Thus, one problem related to the suitability of the professional teacher with teaching material is that the analysis of the accuracy of the chosen professional teaching with the material being taught is more complicated than the implementation of professional teaching in classroom learning (Dunn & Doolittle, 2020; Pennington & Richards, 2016; Louws et al., 2017). Also, students' understanding of the material in selecting professional teaching is less than optimal (Theelen et al., 2020). However, because students positively value the suitability of the teacher's competence with teaching material and the implementation of professional teaching in classroom learning (Gore et al., 2017; Dunn & Doolittle, 2020), both sources must be considered to develop accuracy in the implementation professional teaching in learning.

However, the literature that examined the accuracy of professional teaching did not offer strong results. Thus, in studies that support accuracy, the level of accuracy, generally determined using a correlation index, is usually positive but without getting a Pearson value above 0.6 (Arifin et al., 2020). For example, empirical results that show a high degree of accuracy are reported by Akiba & Liang (2016) and Liu & Hallinger (2018), while research by Baeten & Simons (2014), Jurkowski & Müller (2018), Aadland, Espeland & Arnesen (2017), Kimathi & Rusznyak (2018) and Wu et al. (2018) among others, show a low level of accuracy. The literature shows a series of methodological and psychological reasons for disagreement about the accuracy of professional teaching (Kennedy, 2016; Gore et al., 2017; Gore et al., 2015; Howell & Saye, 2016).

These problems indicate the need for a series of preventative measures to increase the success of professional teaching. Thus, it is *first* necessary to have a more valid and reliable standard for comparing professional teaching, for example, by using more than one teacher or combining the lecturer teaching period (Mæland & Espeland, 2017; Fischer et al., 2018). Various studies have shown that the suitability of teaching competence with teaching material is more accurate than the implementation of professional teaching in class (Ramírez et al., 2017; Du Plessis, 2015). It should be highlighted that this study supports the capacity of teachers to identify the successful use of good or bad professional teachings, but they also show that they cannot or are reluctant to apply the same standards as their own performance. *Second*, developing a step-by-step, reliable, and accurate model raises the standard for comparing successful professional teaching (Blazar, 2015; Du Plessis, 2015; Gore et al., 2017; Mæland & Espeland, 2017; Ramírez et al., 2017). Implementation of the accuracy of the

steps in professional teaching in the class reduces the weaknesses of professional teaching and, therefore, leads to a higher level of teacher success in the implementation of professional teaching (Cordingley, 2015; Jurkowski & Müller, 2018; Louws et al., 2017). *Third*, giving teachers and students training and experience in professional teaching, in this case, the accuracy of the teaching competence, must also contribute to increasing the successful professional teaching by those who have long taught (Kimathi & Rusznyak, 2018; McMillan, McConnell & O'Sullivan, 2016; Wu et al., 2018).

Based on these considerations, there is a need; (1) To analyze the developing accuracy of a professional teacher, compared with the madrasa teacher certification length (length of certification <5 years; 5-10 years; and >10 years); (2) To find out whether the developing accuracy of the professional teacher is related to the gender of the madrasa teacher; (3) To find out whether, when classifying madrasa teachers based on the ability to develop professional teacher (that is, distinguishing between madrasa teachers with high ability of analysis of professional teaching suitability with teaching materials and the implementation of professional teaching competence that are low in class on the developing professional teacher), there is a difference in the accuracy of the developing professional madrasa teachers.

2. Literature review

Teacher professionalism in Vijaysimha's (2013) research reveals the theory that teachers in India must have several competencies that must be mastered, namely evaluation skills, literacy skills, personality, and management skills. In Sweden, teachers have community professional skills, academic professional skills, leadership professional skills, etc, themselves with students and the environment (Thoonen et al., 2011). Teacher professionalism in research Milner (2017) in environmental professional capabilities. Professional teachers in this country must work optimally to achieve the country's educational vision and mission so that they are strong in the field of education to give birth to a creative generation.

The theory of teacher professionalism in research by Kesküla & Loogma (2017), who are taking professional teachers in Estonia, states that teacher status is related to the value system and that the perceived value of the profession depends on the values that develop in the environment. Teachers in Estonia must quickly recognize the neoliberal market economy to create a situation where the teaching workforce becomes a place of contestation in determining what values apply in society. Teachers must know semi-structured life history, theories about work values, professionalism, and anthropological value theories to play the key role of teachers. If this is mastered, the rapid changes will not change the teacher's social values. Professionalism will be maintained well and consistently.

The professionalism of Indonesian madrasa teachers refers to the competency of Indonesian professional teachers, namely Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, as well as Regulation of the Minister of National Education Number 16 of 2007, Government Regulation Number 74 of 2008, and Regulation of the Minister of Religion of the Republic of Indonesia Number 16 of 2010 Article 16. Competency is a set of knowledge, skills, and behaviour that teachers or lecturers must possess, internalize, and control in carrying out their duties professionally" (Tambak et al., 2023). Teacher competency, as referred to in paragraph (1) PP Number 74 of 2008, includes pedagogical, personality, social, and professional competencies obtained through professional education. Especially for madrasa teachers, based on the Regulation of the Minister of Religion of the Republic of Indonesia Number 16 of 2010 Article 16, one more competency is added, namely leadership competency (Tambak et al., 2022).

3. Method

This research employed a quantitative approach with the type of correlation research (Roni, 2020; Scharrer & Ramasubramanian, 2021) to explore the impact of gender and length of certification on

professional madrasa teacher accuracy in the learning profession. Research was carried out in 2024 in two types of madrasas: public and private madrasa *aliyah* at seventy-five madrasas located in Riau, Indonesia: Public madrasa *aliyah* (permanent teacher who teach subjects of *akidah akhlak*, *al-Qur'an hadith*, *fiqh*, and *Islamic cultural history*) and private madrasa *aliyah* (permanent teacher teaching who teach subjects of *akidah akhlak*, *al-Qur'an hadith*, *fiqh*, and *Islamic cultural history*). Previously, 194 madrasa teachers participated (69 men and 125 women), while 131 teachers (52 men and 79 women) participated in the latter.

Experience consists of learning by professional teaching competencies in teachers in teaching classrooms. The developing professional teacher was measured by a questionnaire containing eight previously validated criteria (Verano-Tacoronte et al., 2016). Teachers in two types of madrasas measured each developing professional teacher: public and private madrasa *aliyah*. All teachers were given the developing professional teacher and responded to the questionnaire statement according to their respective conditions. The reliability of the questionnaire answered by the teacher was tested through consistency between teachers using Cronbach's alpha (García-Ros, 2011; Cortina, 1993). Good internal consistency is found in both madrasas for each teacher.

To assess the accuracy of developing professional madrasa teachers (first specific goal), a graphical analysis is carried out from the coincidence level in the answers provided by the four ranking sources. A two-sample equality of means test was also carried out. To examine the possible relationship between the developing professional teacher and gender (the second specific goal), data is broken down based on the gender of the teacher, and basic descriptive statistics are analyzed for both programs; an Equivalence test is carried out. Finally, linear correlations between developing professional teachers were analyzed with simple linear correlation coefficients, and to determine other types of monotonic relationships, Spearman's rank correlation coefficients were also calculated (Verano-Tacoronte et al., 2016).

Graphical analysis was conducted to detect differences in the accuracy of developing professional teachers from the subsample of teachers with the ability to analyze the suitability of the professional teaching competence with teaching materials and the madrasa teacher with the ability to carry out the implementation of professional teaching competence in teaching classroom (third specific goal) on each madrasa. The placement of teachers in one group or another is determined by establishing confidence intervals for individual groups of programs and relevant genders. Teachers outside the interval are constructed as an average score of plus/minus standard deviation for their reference group, considered the professional competence of the best/worst developed professional teacher. Finally, the multiple linear regression model to discuss the differences in professional teaching between madrasa teachers who have certification <5 years, 5-10 years, and >10 years were studied.

4. Result

The descriptive statistics shown in Table 1 show that, among teachers whose length of certification is between 5-10 years, it is more common to respond by developing a madrasah teacher as a middle position. However, madrasah teachers whose length certification is < 5 years have a wider range of responses because the difference between the minimum and maximum teachers is more significant at both madrasahs than the range of developing professional teachers provided by madrasah teachers who have certification less than 10 years. In terms of developing professional teachers who have been certified for more than 10 years, the level is always above the use of the minimum development of professional teachers conducted by the length certification of other madrasah teachers. The same is true for maximum responses, which shows that developing professional madrasah teachers who have been certified for over 10 years is systematically higher.

Table 1. Descriptive statistics of total Score on the presentations by madrasa *aliyah* teacher

		Public Madrasa <i>Aliyah</i>	Private Madrasa <i>Aliyah</i>
Min. – Max.	Certified teacher < 5 Years	11-28	10-20
	Certified teacher 5-10 Years	18-28	19-27
	Certified teacher > 10 Years	20-36	20-37
Mean	Certified teacher < 5 Years	26.81	26.99
	Certified teacher 5-10 Years	26.92	26.62
	Certified teacher > 10 Years	29.26	28.71
Standard Deviation	Certified teacher < 5 Years	29.343	29.243
	Certified teacher 5-10 Years	33.861	32.851
	Certified teacher > 30 Years	37.826	36.786

Note: Mean difference by source of assessment statistically significant at 1%

The ANOVA test and the Tukey test in Table 2 revealed no significant differences in the accuracy of the developing professional madrasah teachers between teachers who have been certified for less than 5 years and those who have been certified for 5-10 years. The difference between the three teachers who have been certified for more than 10 years was statistically significant in both degrees. However, they were more prominent in public madrasa *aliyah* teachers than private madrasa *aliyah* teachers. Teachers certified for <5 years and certified for 5-10 years can be considered homogeneous groups according to the scores at all three levels.

Table 2. Descriptive statistics of total Score awarded to the implementation developing professional madrasah teacher by the madrasa *aliyah* education and gender of the teacher

		Public Madrasa <i>Aliyah</i>		Private Madrasa <i>Aliyah</i>	
		Man	Woman	Man	Woman
Number of madrasah teachers		69	125	52	79
Min. – Max.	Certified teacher < 5 years	14-29	12-28	14-25	11-29
	Certified teacher 5-10 years	17-27	17-26	19-25	18-26
	Certified teacher > 10 years	19-35	19-35	19-36	19-35
Mean	Certified teacher < 5 Years	24.80	22.70	19.81	22.50
	Certified teacher 5-10 Years	24.91	23.80	22.92	23.21
	Certified teacher > 10 Years	27.25	25.17	26.25	25.34
Standard Deviation	Certified teacher < 5 Years	24.636	19.632	24.631	20.671
	Certified teacher 5-10 Years	25.630	20.732	26.701	21.730
	Certified teacher > 10 Years	27.176	22.187	28.821	23.765

Note: Mean difference by gender of the teacher is statistically significant at 1%

Breaking up data based on the gender of the madrasa *aliyah* teacher, we analyzed whether the developing professional teacher was maintained, regardless of gender. On average, teachers who are certified between 5-10 years score skills professional teachers higher than teachers with a length certification of less than 5 years, including madrasah teachers who are certified between 5-10 years, regardless of the gender of the madrasah teacher. In addition, the development of professional madrasah teachers who have been certified over 10 years about these skills, in general, is higher than the implementation of professional madrasah teachers who have been certified between 5 and 10 years, and this is more pronounced in men than in women. The difference is also more significant in the public madrasa *aliyah* compared to the private madrasa *aliyah*, perhaps because of the more significant proportion of men at the previous level.

Analyzing whether the fundamental differences according to the gender of the developing professional teachers is statistically significant, the results show that in the field of the public madrasa *aliyah*, the rank of teachers who length certification under 5 years does not differ significantly by gender and this also applies to the ranking of teachers who certified between 5-10 years at all three levels. Even so, differentiation by madrasah teacher gender is relevant because it becomes clear that, on average, in both madrasahs, teachers who are

certified over 10 years are systematically higher than women, and this difference is statistically significant. Concerning incoming data, there is some agreement between the rank of teachers who have been certified for less than 5 years and teachers who have been certified between 5-10 years, but not between responses and teachers who have been certified for more than 10 years. Correlation studies are carried out to examine this relationship further and appear in Table 3.

Table 3. Linear correlation among sources of developing professional madrasah teachers by gender and madrasa *aliyah* education

		Man Certified teacher < 5 years	Certified teacher 5- 10 years	Certified teacher > 10 years	Certified teacher < 5 years	Woman Certified teacher 5- 10 years	Certified teacher > 10 years
Public madrasa <i>aliyah</i>	Certified teacher < 5 years	1			1		
	Certified teacher 5-10 years	0.83	1		0.84	1	
	Certified teacher > 10 years	0.24	0.25	1	-0.08	0.35	1
Private madrasa <i>aliyah</i>	Certified teacher < 5 years	1			1		
	Certified teacher 5-10 years	0.72	1		0.78	1	
	Certified teacher > 10 years	0.04	0.11	1	0.45	0.49	1

Note: Correlation coefficient statistically significant at 1%

A high linear correlation can be seen (table 4) between the rank of madrasah teachers who certified between 5-10 years and teachers who certified less than 5 years in the public madrasa *aliyah* (0.83 for men and 0.84 for women) and in the private madrasa *aliyah* (0.72 for man and 0.78 for woman). However, the linear correlation between the development of professional teachers certified over 10 years and other sources is only statistically significant for women in the public madrasa *aliyah* and the private madrasa *aliyah*, although at a significant level lower (0.45 with teachers certified less than 5 years, and 0.49 with teachers certified between 5-10 years).

There is almost no linear correlation detected between the development of professional teachers who are certified above 10 years, teachers who are certified between 5-10 years, and teachers who are certified under 5 years, despite seeing the results of the questionnaire answers and using the analysis of the implementation of the professional madrasah teaching and the analysis of the accuracy of the developing of a professional teacher with the same material, non-parametric actions are also considered. So, we calculated Spearman's 5 years based on madrasah teachers and, for the public madrasa *aliyah* and the private madrasa *aliyah*, based on gender. The sample of public madrasa *aliyah* teachers, unlike the sample of the private madrasa *aliyah*, combines both genders in each circumstance because there is no statistically significant difference based on gender.

Teaching professional competence from teachers who carry out professional teaching with the worst ranking of madrasah teachers who have been certified less than 5 years presents a more significant difference between the three categories of madrasah teacher certified length professional teaching in the two teacher madrasahs. In contrast, for teachers with high mastery of the teaching competence with material, there is a greater

consensus among teachers who have developed professional teaching. On the other hand, the behavior of madrasah teachers who have been certified less than 5 years, teachers who have been certified for 5-10 years, and teachers who certified above 10 years do not show the same tendency, whereas the developing professional teacher with the implementation of professional teaching competences in class low, teachers who certified less than 5 years harder than teachers who certified 5-10 years, the teachers with the correct professional teaching according to the high material teachers who teach less than 5 years are less good than teachers who teach between 5-10 years, and above 10 years.

Table 4. Rank correlation among sources of developing professional madrasa teachers by gender and *aliyah* madrasa

		Man			Woman		
		Certified teacher < 5 years	Certified teacher 5-10 years	Certified teacher > 10 years	Certified teacher < 5 years	Certified teacher 5-10 years	Certified teacher > 10 years
Public madrasa <i>aliyah</i>	Certified teacher < 5 years	1			1		
	Certified teacher 5-10 years	0.75	1		0.80	1	
	Certified teacher > 10	0.17	0.18	1	-0.13	0.25	1
Private madrasa <i>aliyah</i>	Certified teacher < 5 years	1			1		
	Certified teacher 5-10 years	0.85	1		0.79	1	
	Certified teacher > 10	-0.02	0.16	1	0.39	0.42	1

Note: Correlation coefficient statistically significant at 1%

The multiple regression model that explores the determinants of differences between professional teaching and the long duration of teaching revealed that a man from a private madrasa *aliyah* with the competency of professional teaching according to the material and high implementation of the professional teaching competence averaged -1.98 points higher than the teachers who taught less than 5 years (Table 5).

Table 5. Multiple linear regression

	Coefficient	
Constant	-1.98*	(-1.99)
Madrasah (Ref. Private Madrasa <i>aliyah</i>)		
Public Madrasa <i>aliyah</i>	1.08	(1.36)
Gender (Ref. Man)	3.88**	(5.09)
Woman		
The accuracy of the developing professional madrasah teacher according to the material and implementation (Ref. High)		
Medium	-9.15**	(-9.06)
Low	-3.24**	(-4.21)

Note 1: Response variable = Score given by madrasah teacher

Note 2: ** = Significant at 1%; * = Significant at 10%

Note 3: t-values between brackets

No significant differences were detected between the teacher's length of certification for madrasah teachers in developing professional madrasah teachers. Conversely, the level of professional teaching competence felt by teachers who have taught for more than 10 years does have an influence. In fact, apart from teachers in two madrasah categories and genders, teachers with low developing professional madrasah teacher levels present a difference of -9.15 points more than teachers with high developing professional teacher competency levels. This difference decreases to 3.88 points for those with an intermediate level compared to those with a high level of professional competence.

5. Discussion

This study focuses on developing professional teacher accuracy and, more specifically, on the madrasah teachers' realistic ranking of their developing competencies, in this case, the skills of developing professional teaching of reduction in madrasah teachers. The literature review shows that research on the accuracy of developing a professional teacher offers inconclusive and less robust results (Kulgemeyer & Riese, 2018; Mena, Hennissen & Loughran, 2017). Some studies obtain high accuracy in developing professional teaching (Fox et al., 2018; Schipper et al., 2017), while others (Gore et al., 2017; Schipper et al., 2017) report having excessively developed professional teachers. Therefore, given that teachers 'academic and professional progress depends on making use of quality professional teachings that are not biased. This study follows the main recommendations found in the literature to evaluate the accuracy of the developing professional teaching of the teachers' discourse competence appropriately and analyze the results by considering aspects that can influence them, such as the homogeneity of the criteria for having the professional teaching (analysis of the material with the professional teaching and implementation in class), and the difference between the users of the developing professional teacher (i.e., gender, performance on the competencies analyzed) (Tambak, & Sukenti, 2024).

The results show that, for the sample used, the development of professional teachers is not accurate, which is in line with the studies of Louws, van Veen, Meirink & van Driel (2017), Loughran (2019) and Herro & Quigley (2017). Although teachers who have been certified for less than five years, for five to ten years, and for more than ten years all achieve similar scores, they typically assess their own professional development differently, even though they use the same competence-based analysis. Various arguments can be made to explain this situation. First, the development of a professional teacher can be influenced by its influence on the teacher's final understanding of the teacher, which results in overrating compared to the source of the competence of other teachers' professional teachings and making an analysis of the developing teaching competence ineffective. The lack of developing habits in professional teachers and the fact that the teacher did not participate in identifying the skills of the developing professional teacher are other possible explanations. Finally, it coincides with the conclusion of Toom et al. (2019). Gore et al. (2017), the difference between the development of teacher professional teachings that certified for less than 5 years and above ten years may be due to the experience of teachers who have been certified longer, which will be greater in analyzing the suitability of the material with the professional teaching competences and the accuracy of the developing of professional teacher in class. However, it must be remembered that madrasah teachers who are certified between 5-10 years are more accurate in the development of professional teachers in learning among other teachers when developing professional teachers than teachers whose length certification is more than 10 years.

Regarding differences between teachers, the results revealed that the accuracy of the development of professional teachers was related to gender. Although the development of professional teachers of teachers who have been certified for less than 5 years, teachers who teach 5-10 years, and teachers who have been certified for more than 10 years are oriented in the same direction (within the public madrasa *al-iyah*, the two groups found that man showed more analytical skills professional teacher, whereas in the private madrasa *al-iyah* were woman). Competence in the development of professional teachers is not homogeneous (coinciding in the case of the public madrasa *al-iyah*, but not in the private madrasa *al-iyah*). In general, and irrespective of the major, men present higher scores on the development of professional teachers than women (Tambak et al., 2022). In addition, no significant relationship was detected between the development of professional teaching of teachers who have been certified less than 5 years, teachers who teach between 5-10 years, and teachers who have been certified

for 10 years and over duration, except in the case of woman in the private madrasa *aliyah*, although in this latter case the level of agreement was lower than that found between teachers who certified 5-10 years and developing of professional teacher length certification for less than 5 years of teaching. It is important to examine the reasons for this behavior shown by male speakers, who systematically score higher than those given by the other two collectives despite having different branches, such as the public madrasa *aliyah* and private madrasa *aliyah*.

In addition, and bearing in mind that not all madrasah teachers will behave the same way when implementing professional teaching development, the findings indicate a different behavior pattern when dividing the sample according to the teacher's length certification. It seems that the analysis of the development of professional teachers makes it possible to unite the professional competencies when the madrasah teacher implementation the teaching professional is also good competence by the criteria of teaching time (Muhajir et al., 2024; Tambak & Sukenti, 2020). In the case of the analysis of the development of professional teacher suitability with the material and the worst implementation in the classroom from the perspective of madrasah teachers who have certified for more than 10 years, the development of their professional teaching is systematically higher than teachers who certified 5-10 years, and teachers who certified less than 5 years. Apart from the analysis of the skill of the developing of professional teachers, madrasah teachers with the ability to implement professional teaching in the lower class balance the implementation of their development of professional teachers by rating themselves highly (Tambak & Sukenti, 2025; Arifin et al., 2020; Dunn & Doolittle, 2020). Madrasah teacher at the private madrasa *aliyah*, this difference is even more significant in men than women. When teachers with analytical skills use high development, professional teachers perceive the implementation of their own professional teaching competencies (Tambak et al., 2023; Muhajir et al., 2024). The results for teachers at the private madrasa *aliyah* deserve special attention: Men give themselves the perception of implementing a higher development of professional teachers that has been certified for more than 10 years than the perception given by teachers who have been certified less than 5 years, 5-10 years, while woman tends to underestimate themselves.

Regardless of the research findings, the merger of madrasah teacher teaching time developing professional teaching and, above all, teachers who certified less than 5 years, 5-10 years, and teachers who certified above 10 years have positive possibilities (Jurkowski & Müller, 2018; Limeri et al., 2020; Grise-Owens et al., 2018; Alt, 2018). An important part of the literature considers the skill of developing teacher professional teaching, which has long been very useful, if only because of its positive influence on understanding madrasah teachers' professional teaching materials. The developing of a professional madrasah teacher is an effective professional teaching competence that allows teachers to incorporate various aspects of their teachings, reflect on their achievements, and examine the implications for their future training (Tambak & Sukenti, 2025; Arifin et al., 2020; Dunn & Doolittle, 2020; Tambak et al., 2023; Muhajir et al., 2024). Therefore, the most useful aspect of skill development for professional teachers lies in the dimensions of its application in the classroom. This can enhance skills and abilities (Gore et al., 2017; Brundiers & Wiek, 2017; Louws et al., 2017; Qadhi et al., 2020), including the capacity for lifelong teaching beyond the strict academic sphere (Lopes & Cunha, 2017; Kimathi & Rusznyak, 2018; Kenny, Hobbs & Whannell, 2020; Wu et al., 2018). Research findings show that madrasah teachers who are certified between 5-10 years are more accurate in developing professional madrasa teachers than teachers with more than 10 years of length certification. Therefore, the experience of madrasa teachers who have been certified for between 5-10 years can be introduced to finding the golden teaching of teachers. More substantial madrasah teacher involvement can be achieved. However, the development of professional teachers can be manipulated to benefit or jeopardize the length of certification of certain madrasah teachers, regardless of their actual performance.

6. Conclusion

We conclude that the development of a professional madrasah teacher who has been certified for more than 10 years is less accurate than that of teachers who have a length certification of between 5-10 years. Teachers tend to overestimate the ability to develop professional madrasah teachers. However, it is important to show that there is a significant relationship between gender and the development of professional teacher of madrasah teachers who have been certified for more than 10

years: the development of professional teachers for male madrasah teachers who have been certified for more than 10 years is less accurate than woman, regarding the developing of professional teachers for teachers who certified between 5-10 years, and teachers who certified less than 5 years. It is necessary to examine the reasons behind this difference and to look for professional teaching competencies to improve the accuracy of the professional teacher. We propose a series of recommendations to develop madrasa teacher's professional in skill-accurate and realistic professional teachers. First, madrasah teacher training should be increased to develop professional teachers. Second, increase the amount of length certification experience with the analysis of the suitability of the material and professional teaching competence to improve their ability to develop professional teachers (Reznitskaya & Gregory, 2013; Lewis & Holloway, 2019; Keshavarzi, Akbari, Forouzanian & Sharifian, 2016). Third, madrasah teachers should be involved in designing the scale of the development of professional teacher assessment (Cordingley, 2015; Jurkowski & Müller, 2018) to increase their commitment to the system.

Author Contribution Statement

Contributions of the authors in this article: Firdaus, contributed as concepts and drafter of the article; Ahmad Sajali Siregar contributed in collecting data and drafting the manuscript and critically revising the article; Basiron bin Abdullah and Djamel Belbekkai contributed as data analyzers and interpreters; Jumrodah as the drafter of the manuscript and critically revising the article; All authors agree to take responsibility for all aspects of this work.

Disclosure of Interests

We have no conflict of interest to declare

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